

# Title II of the Higher Education Act Institutional Report

Report Year 1

Academic year: 1999-2000

Fall 1999, Winter, 2000, Summer 2000

Institution name: **Rockhurst University**

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## Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

**Table C1:** Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<b>Institution Name</b>	Rockhurst University						
<b>Institution Code</b>	6611						
<b>State</b>	Missouri						
<b>Number of Program Completers Submitted</b>	22						
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	19						
					Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Professional Knowledge</b>							
<b>Academic Content Areas</b>							

Elem Ed Curr Instruc Assessment	011	15	15	100%	1614	1547	96%
Social Studies: Content Knowledge	081	1			276	269	97%
Business Education	100	1			77	77	100%
Spanish Content Knowledge	191	2			52	45	87%
<b>Other Content Areas</b>							
<b>Teaching Special Populations</b>							

**Table C2:** Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<b>Institution Name</b>	Rockhurst University					
<b>Institution Code</b>	6611					
<b>State</b>	Missouri					
<b>Number of Program Completers Submitted</b>	22					
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	19					
				<b>State wide</b>		
<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge				144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	19	18	95%	3148	3026	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				319	318	100%
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	19	18	95%	3678	3553	97%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: 76

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? 26

3. Please provide the numbers of supervising faculty who were:

3 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

1 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

0 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: 4

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.):  $26/4 = 6.5$
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 30 hours. The total number of weeks of supervised student teaching required is 14. The total number of hours required is 420 hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?  
X Yes        No
7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)?        Yes X No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

### Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

The central focus of the Rockhurst University Department of Education is to prepare teachers who have a solid background in their chosen fields of study, are knowledgeable and competent in the craft of teaching, and are able to bring well informed perspectives to bear on educational policies and practices. Our aim is to develop educational leaders---teachers who are actively engaged in educational matters as reflective practitioners. The programs call upon students to analyze alternatives in curriculum, teaching methodology, and assessment and to consider the implications of such alternatives for a multicultural society. Through rigorous coursework and varied field experiences students acquire a deep understanding of, and a special sensitivity to, the learning needs of school-aged children.

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

Rockhurst University is a learning community, centered on excellence in undergraduate liberal education and graduate education. It is Catholic and Jesuit, involved in the life and growth of the city and the region, and committed to the service of the contemporary world.

## **2. Educational Philosophy**

### **TEACHER EDUCATION AT ROCKHURST UNIVERSITY A CONCEPTUAL FRAMEWORK**

#### **Philosophy and General Education of Prospective Teachers**

The Rockhurst University approach to the preparation of teachers has grown out of an ongoing effort to serve the community in a distinctive way consistent with the Jesuit tradition. This means that in planning and carrying out the program, a conscious effort has been made to maintain and implement the Jesuit commitment to service through education in conjunction with the latest thinking in the field of teacher education.

As delineated in the Rockhurst University mission statement and the American Association of Jesuit College for Teacher Education statement of beliefs, the Jesuit commitment to preparing liberally educated and professionally prepared teachers is one that originated historically with the founding of the Society of Jesus by Ignatius Loyola in 1540. His vision of “contemplatives in action” provides a powerful image—one that we feel is particularly meaningful for teachers in today’s complex society.

In recent times, a closely related concept has appeared in the Education literature described as “reflective practice” and “critical literacy”. It is this concept that forms the basis of the Rockhurst Teacher Education Program.

The Rockhurst Mission Statement delineates a commitment to a learning community that emphasizes a liberal education in the arts and sciences. Here “a liberal education” means:

Education for life, intended to cultivate those dispositions of mind and spirit which keep the love of learning and the awareness of moral responsibility alive...

A major consideration centers upon the development of prospective teachers who are agents for democratic schools, this is, schools where a sense of community, inclusion and active learning thrives. We strive for graduates who are not merely functionaries---teachers who simply follow directions without consideration of the impact of their teaching on personal and societal issues.

The Rockhurst University Core Curriculum, required of all prospective graduates, consists of approximately 60 credit hours of course requirements that span the liberal arts and provide an in-depth and rigorous exploration of ideas and logical ways of thinking. In addition to proficiencies in oral and written communication, students must meet requirements in the following modes: Artistic, Historical, Mathematics, Literacy, Theological, Philosophical, Scientific Causal, and Scientific Relational.

The context of this learning community is broader than the campus alone. It reaches out to the greater metropolitan area and to the world. Students in the Rockhurst University Teacher Education program have access to clinical experiences in schools located in 56 school districts within 7 counties in two states. The options for teaching and learning include parochial, public, and private settings in urban, suburban, and rural locations.

## **3. Conceptual Frameworks**

See item 2

## **4. Program completers who teach in the private schools and out of state**

**Private Schools: 6**

**Out-of-State Schools: 3**